

# Nanny Bears Day Care Centre (Dormanstown)

Sure Start, South Avenue, REDCAR, Cleveland, TS10 5LL



<b>Inspection date</b>	8 September 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The leadership team sets high expectations for children's learning and for the quality of the provision. Staff are enthusiastic and work well together. They ensure all children are appropriately challenged and supported in their learning and development.
- The key-person system is good. Effective settling-in procedures are in place for children starting the nursery. Practitioners help children to form secure emotional attachments. This means children's confidence and emotional well-being are effectively supported.
- The management team and staff are well qualified. A carefully targeted programme for professional development is in place. This helps to improve their knowledge and keep their skills up to date.
- Support for children who have special educational needs or disability is good. Staff work in close partnership with other professionals to share important information. This helps to meet children's individual needs.
- Staff are excellent role models. They provide clear guidance for children about what is acceptable behaviour. Children are aware of the expectations of the nursery and respond positively by behaving very well.

### It is not yet outstanding because:

- Staff do not always take advantage of children's daily routines to promote their independence skills further.
- Strategies to engage all parents in their children's learning and development at nursery and at home are not always successful.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- make the most of everyday routines to promote children's independence skills further
- develop further strategies to engage all parents in their children's learning at nursery and at home.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### Inspector

Julie Campbell

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff show a secure understanding of how to safeguard children from harm. They can recognise the signs and symptoms of possible abuse and neglect and know how to share their concerns regarding a child's welfare. The quality of teaching is strong. Staff have a secure knowledge and understanding of how to promote the learning and development of children. The manager regularly monitors the activities and experiences that are offered to children to ensure that they reflect their interests and stage of development. The manager has a clear vision for the setting. She promotes reflective practice and has good systems in place to help shape future improvements. Regular staff meetings and supervisions help to support ongoing improvements. There are good partnerships with parents, who are very complimentary about the staff and the care provided for their children.

### Quality of teaching, learning and assessment is good

Staff have an in-depth knowledge of how to support children to learn. They carry out detailed observations of children during play and use these to plan appropriate activities to extend and challenge individual's learning. Regular and precise assessments help staff to quickly identify any gaps in children's learning. Children who have special educational needs or disability are supported particularly well by their key person. Children's literacy development is well supported. They make marks with paint and chalks. They paint the fence outside with water. Children have ample opportunities to develop their physical skills. They ride bicycles, dig, run and climb outside. Staff use everyday routines to promote children's mathematical skills. For example, children enjoy counting and naming shapes during snack time.

### Personal development, behaviour and welfare are good

Children are happy and content. Their social skills are developing well. For example, children sing a welcome song, naming their friends at the beginning of the session. Children follow consistent guidance from staff and behave well. Staff calmly and consistently communicate their expectations and offer plenty of praise and encouragement. This helps children to feel valued. Staff teach children about the importance of healthy lifestyles. For example, they learn about dental health as they clean their teeth. Children help to grow vegetables in the outdoor area and enjoy the benefits of physical exercise and fresh air daily, contributing to their good health and physical well-being. Children learn about nature as they investigate the vegetable patch and find caterpillars.

### Outcomes for children are good

All children are progressing well in all areas of learning, given their individual starting points. Most children are working within the range of development typical for their age and those who need additional support catch up quickly. Children are keen and motivated to learn. They develop the skills and attitudes that prepare them for the next stage in their learning and for starting school. For example, they show patience while they wait their turn and are learning to share and cooperate with each other.

## Setting details

<b>Unique reference number</b>	EY487364
<b>Local authority</b>	Redcar & Cleveland
<b>Inspection number</b>	1007946
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	12
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Nanny Bears Day Care Centre Limited
<b>Registered person unique reference number</b>	RP902475
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01287679899

Nanny Bears Day Care Centre (Dormanstown) was registered in 2015. The nursery employs six members of childcare staff. Of these, one staff member holds early years professional status, three hold level 6 early years qualifications and the remaining staff hold level 3. The nursery opens from Monday to Friday, term time only. Sessions are from 8.30am until 6pm. The nursery provides funded early education for two- and three-year-old children. The nursery cares for children who have special educational needs or disability.

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